

Proposed Revisions to School Accreditation in Virginia

June 2017

The Board of Education has heard from students, families, and educators that our current accountability system relies too heavily on the results of state SOL tests. The Board’s proposed revisions incorporate performance measures to provide a comprehensive evaluation of school quality.

Virginia’s Revised Accountability System Will:

1) Provide a comprehensive picture of school quality

The table above shows the multiple measures proposed for the revised accountability system compared to the present system.

2) Drive continuous improvement for all schools

The proposed accountability system uses three performance levels for each school quality measure instead of one single benchmark in the present system. Schools are assigned a performance level for each measure based on the school’s overall performance or based on improvement over time. The proposed system recognizes schools that show improvement from year-to-year.

The performance levels are:

Level I:	At or Above Standard
Level II:	Near Standard or Improving
Level III:	Below Standard

Measures within Present System	Measures within Proposed System
Pass Rate in English Reading and Writing	Includes measure of student growth and English Learner progress
Pass Rate in math	Includes measure of student growth
Pass rate in science	Same
Graduation Completion Index (high schools only)	Same
	Achievement gaps in English Reading and Writing among student groups* Achievement gaps in math among student groups* Chronic absenteeism Dropout rate (high schools only) College, Career, and Civic Readiness Index (high schools only)

*A subgroup of students having common characteristics such as: students identified as belonging to major racial and ethnic groups, economically disadvantaged students, students with disabilities, and English language learners.

3) Provide tailored technical assistance and school improvement resources

The proposed accountability system will provide more information about how schools are performing on each school quality measure. This allows schools and school divisions to develop specific plans for improvement and allows the Department of Education to provide targeted assistance and resources to schools in need. A list of expected actions by schools, school divisions and the Department of Education are displayed here:

SAMPLE SCHOOL: South Middle School		
Achievement	Combined Rate: English Reading & Writing	Level I
	Combined Rate: Math	Level I
	Pass Rate: Science	Level I
	Achievement Gaps: English Reading & Writing	Level II
	Achievement Gaps: Math	Level II
Student Participation/Engagement	Chronic Absenteeism	Level II
OVERALL	ACCREDITED	

SAMPLE SCHOOL: North High School		
Achievement	Combined Rate: English Reading & Writing	Level I
	Combined Rate: Math	Level I
	Pass Rate: Science	Level I
	Achievement Gaps: English Reading & Writing	Level II
	Achievement Gaps: Math	Level II
Student Participation/Engagement	Chronic Absenteeism	Level II
Graduation/School Progress	Graduation Completion Index	Level I
	Dropout Rate	Level II
College and Career Readiness	College and Career Readiness Index	Level III
OVERALL	ACCREDITED WITH CONDITIONS	

Virginia School Accreditation Designations

A school will receive an accreditation designation based on their performance on each measure. Targeted assistance and resources will be provided based on performance on each measure, not on the overall accreditation designation.

ACCREDITED

When every school quality indicator is in either the **Level I** or **Level II** ranges.

ACCREDITED WITH CONDITIONS

When a school has any school quality indicator in the **Level III** range.

ACCREDITATION DENIED

The Virginia Board of Education shall deny accreditation for any school that continues to demonstrate **Level III** performance in any school quality indicator due to a failure to implement actions or has taken no action on identified strategies and interventions.

Virginia’s School Accreditation Matrix		
	PERFORMANCE LEVEL	SCHOOL/DIVISION INTERVENTION
CONTINUOUS IMPROVEMENT FOR ALL SCHOOLS	Level One: At or Above Standard <ul style="list-style-type: none">A school’s achievement on the specific indicator demonstrates performance at or above the state benchmark, orA school has made adequate improvement in the indicator from the Level Two benchmark.	<ul style="list-style-type: none">These schools should monitor indicators and develop a multi-year improvement plan to ensure continuous improvement for all schools.
	Level Two: Near Standard or Improving <ul style="list-style-type: none">A school’s achievement on the indicator is below the state benchmark but close to Level One performance, orA school has improved in the indicator from the Level Three benchmark. <p><i>An indicator within Level Two (YELLOW) that does not improve to Level One (GREEN) shall be designated as Level Three (RED) at the end of a four-year period.</i></p>	<ul style="list-style-type: none">These schools will develop and implement school improvement plans for the indicator based on a Comprehensive Needs Assessment to be adopted by the local school board.VDOE may implement a school improvement plan audit process. For any Academic Indicator in this level, an Academic Review will be required.These schools may request technical assistance from VDOE.
	Level Three: Below Standard <ul style="list-style-type: none">A school’s achievement is below the state benchmark, orA school’s achievement within the YELLOW (Level Two) has not improved to the Green (Level One) at the end of a four-year period.	<ul style="list-style-type: none">VDOE will conduct an Academic Review.These schools will work with VDOE to develop a Corrective Action Plan.These schools will receive tailored technical assistance from VDOE and consistent monitoring of their progress.

Profile of a Virginia Graduate: Preparing Students to Be Life-Ready

June 2017

The Board has heard from students, families, and educators that high school graduation should be about more than passing a series of tests. We have also heard from our partners in higher education, business, and the military that many high school graduates are missing key skills - such as critical and creative thinking, communication, collaboration, and citizenship – to be successful in life.

Increased Career Exposure, Exploration, and Planning

- **Elementary Grades**
 - Identification of personal interests and abilities
 - Provision of information about career cluster areas
- **Middle Grades**
 - Career Investigation Course content or equivalent for students in middle school to aid academic planning in accordance with the Profile of a Virginia Graduate
 - Career planning and course information education/training after high school
- **High School Grades**
 - Emphasis on workplace skills for ALL students
 - Opportunities for internships and work and service-based learning

Increase Opportunities for Internships and Work and Service-based Learning Experiences to Achieve Workplace and Citizenship Skills

- Scheduling alternatives that offer opportunities for internships, externships, work and service-based experiences, and credentialing
- Adding work and service-based learning experiences and earned credentials into measures of college, career, and civic readiness

Changes to Virginia's Graduation Requirements

- **Standard Diploma:** reduced from 6 to 5 verified credits
- **Advanced Diploma:** reduced from 9 to 5 verified credits

Begins transition to verify credits in different ways, not just through an SOL Test.

One Verified Credit Each in:

Mathematics	SOL Test
Science	SOL Test
English (Reading)	SOL Test
English (Writing)	SOL Test or Authentic Performance Assessment
Social Studies	SOL Test or Authentic Performance Assessment

NOTE: Board of Education approved substitute tests are not affected by these changes.



Ensuring students attain the knowledge, skills, competencies, and experiences necessary to be successful in the evolving global economy.

The Every Student Succeeds Act of 2015 (ESSA)

June 2017


ESSA was signed into law in December, 2015 and replaces the *No Child Left Behind Act (NCLB)*. ESSA provides increased flexibility to states in developing and implementing, within federal guidelines, long-term goals and interim measures of progress to identify schools for support and improvement. Virginia's state plan will be submitted to the U.S. Department of Education in September.

Priorities for Developing Virginia's New Federal Accountability System

- The state's methodology is **integrated** into the federal system and **aligns** with state accreditation wherever possible.

Federal Benchmarks

ESSA requires **long-term goals** and **interim measures of progress** for five indicators.



ESSA Requirement	Virginia's Indicator
Academic Achievement	SOL Reading and Mathematics Assessments
Growth for Elementary and Middle Schools	SOL Progress Tables
Graduation Rate	Federal Graduation Indicator
Progress in English Learners Gaining Proficiency	ACCESS for ELLs 2.0 English Language Proficiency Assessment
School Quality or Student Success	Chronic Absenteeism

Long Term Goals and Interim Measures of Progress

- Virginia's accountability benchmarks were selected as the long-term goals for reading and mathematics.
- A combined rate will be used to give credit for students who do not pass the test but who demonstrate growth and progress for English Learners towards gaining proficiency in English.

Identification of Schools for Support and Improvement

ESSA requires states to identify schools for support and improvement based on the long-term goals and interim measures of progress for all indicators.

Category	Description	Identification Timeline
Comprehensive Support and Improvement	<ul style="list-style-type: none">The lowest 5 percent of Title I schools based on the performance of all students in the required indicatorsAny high school that has a federal four-year cohort graduation rate below 67%	Every three years beginning with the 2018-2019 school year
Additional Targeted Support	<ul style="list-style-type: none">Any school in which any subgroup of students, on its own, would lead to identification as a Comprehensive Support and Improvement school	Every three years beginning with the 2018-2019 school year
Targeted Support and Improvement	<ul style="list-style-type: none">Subgroup of schools identified for additional targeted supportSchools that do not make progress	Annually beginning with the 2019-2020 school year

Support for Identified Schools

- Divisions with schools identified for comprehensive or targeted support and improvement will receive individualized support to develop, implement, and monitor interventions.
- Title I schools identified for additional targeted support and improvement that do not meet the exit criteria after three years will be identified for comprehensive support and improvement.

